

## 'ACTION CONVERSATIONS:' REPORTING TEMPLATE

**Date, Time, and Place of Conversation:** Sept. 29, 2014, 12-1:30, Kendall Hall 209

**Duration of the Conversation:** One hour and a half

**Convener:** Wenshu Lee, Mike Ward, Paula M. Selvester

**Moderator:** Wenshu Lee, Paula M. Selvester

**Reporter:** Mike Ward

**Number of Participants:** 13

### **Theme 4: Faculty Renewal / Sustainability**

We continued to work on the rest of the Theme components and decided upon three more. Now there are 6. 1-3 were completed last week. This week 4-6 were completed.

#### **4. Sense of Belonging and well being**

Ways of meeting, doing business

Dispositions for teaching, working, being together

Fostering inclusivity, positive communication, interaction

Chico speaking – inclusive engagement that builds connection & treats difference/conflict/disagreement as opportunities for dialogue

A faculty space/place – there is no place for faculty to hangout or dine together on campus (there has to be a pull)

A faculty development space (it is more than a space; a social, food-coffee place)(hold brown bag meetings with such as associate deans in the room to share their experiences)

The Provost offered a low key reception for those who published over the past year

Selvester space – remodeled (104) – the information is not widely shared.

Research on faculty well-being – what contributed to it and how we can do a better job

Problems before conflict and grievances – what process we can engage people in to be proactive about.

Ombudsman (and the union)

Work place balance

I feel that I am all alone (alienation, internal locus of control)

Consistent and intentional communication flow (President, Provost, deans, chairs, senators, faculty – different people say different things; information is not intentionally or consistently shared with one's constituency); there needs to be agenda and minutes made available to the public.

Literature on better and effective leadership

## **5. Administrative and faculty relationship**

Administrative requests should be assessed in terms of their impact on our learning communities

Case: travel forms change every 3 months; how to claim incidentals,

Challenges – it is not clear how we get from A to B – suspicion re. motives, intentions; e.g., leadership programs.

Disregard based on ignorance regarding what each does.

Faculty, once they move into the administration, and the more removed they are, the less they remember what faculty members do – we must not lose our way

Custodians no longer clean white boards (information sharing needs to be clear)

Different types of administrative positions and relationships – thickening of administration (growing) but faculty number is not growing – misplaced priorities (where we invest money to make sure that our core missions are fulfilled).

To facilitate the relationships,

- We need to know what each other is doing better
- Design things (e.g., teaching, ) for administrators and faculty to do together to gain better understanding
- We need to invest in areas that facilitate the core missions of the university

Rotating jobs (this may make sense in the division of academic affairs)

Implementation of EO's is campus based – decisions may need mutual understanding and thicker context

Create an intentional architecture to address significant issues that emerge and may have impact on faculty and administrators.

## **6. Rigor and accountability**

A supportive process to reengage people

Teaching excellence and practice

Support faculty to develop real understanding of teaching practice, syllabus elements, pedagogy, components of “a learning moment”

How do we account for our practice?

Make clear to new faculty our “accountability” and RTP process

Self- imposed, one chooses to be rigorous and held accountable (setting standards for ourselves)

Accountability based on our care of our department (accountable for each other)

Celebrate excellence via community rituals, ceremonies,

Lecturer orientation

Temporary faculty guide

We added an outstanding lecturer award this year

Graduate student teaching and temporary faculty teaching –

Incentive for long term temporary faculty

## **7. Building community among faculty**

Peer mentoring, faculty to faculty

### **Building community**

Interdisciplinary collaboration

Mentoring program for transfer students

U-Course

Collaborative space

Support for the North State initiatives

Faculty – staff mentoring, faculty affairs and staff council